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ABSTRACT

A study of participants over a 5-year period in the alumni seminar series (public and contemporary affairs education) at Iowa State University focused on identifying relevant factors that influenced alumni and spouses to participate, the degree of satisfaction experienced by participants, and how they made use of the information or knowledge gained. Questionnaires sent to 287 participants provided general background information, responses to a seminar participation scale (reasons influencing participation, responses to a list of possible actions resulting from participation, and an identification of educational experiences needed by alumni participants. Results of data from the seminar participation scale produced six distinct factors associated with seminar participation: (1) desire to be intellectually curious, (2) desire to escape from boredom through intellectual pursuits, (3) desire to serve others through intellectual pursuits, (4) desire to enjoy congenial people and the university, (5) desire to broaden a narrow education, and (6) desire to share intellectually with programs might be the area of spouse or couple involvement. The study also revealed strong programs might be the area of spouse or couple involvement. The study also revelaed strong attitudes of women participants concerning their desire for intellectual enrichment and involvement. A copy of the 8-page questionnaire is included in the study. (EA)

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The Certainty Method: Its Application to the Iowa State University Alumni Continuing Education Seminars

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Introduction

Millions of college and university alumni in America are finding the knowledge and skills gained as college students are no longer adequate for a lifetime of work and social responsibility. Increasing numbers of college and university alumni are participating in continuing education programs to keep informed and learn about new skills and technology. This is necessary because the rapid and almost explosive change occurring throughout our social system requires a constant review and renewal of an individual's knowledge base.

College and university alumni are also finding professional and vocational training, important as it is, insufficient in many ways to cope with problems facing contemporary society. Management of a complex social order requires alumni and others to be aware of and knowledgeable about present social, economic and political conditions and future directions in order to strengthen the decision making process.

There is a growing interest and emphasis on the part of higher education institutions to develop and present continuing education programs dealing with the social order and its many attendant issues. In programs of this nature, learning and behavioral objectives are somewhat different from those which concentrate on improving and aiding one's chosen professional or vocational field. Awareness, along with personal, civic and social responsibility are more often the basis for learning (behavioral) objectives in programs which focus on public and contemporary affairs.

Evidence as to the effectiveness of educational programs concerned with professional and vocational growth can be seen in new developments or techniques emanating from the various professional fields such as, improved products, service and quantity. Proof or evidence of accomplishment from programs

emphasizing public and contemporary affairs are more hard pressed to quantify behavioral objectives and desired educational outcomes. This is not to say that because evaluation and measurement of outcome is more difficult that less or no emphasis needs to be placed on programs of this nature. Greater effort is needed to find the ways and means to identify and develop appropriate measurement devices for public and contemporary affairs programs.

The alumni seminar series presented by Iowa State University since 1966, is a program that provided sufficient data and other qualities to study some aspects of public and contemporary affairs education. Factors contributing to the value of this study include:

1. The alumni seminar series had an extended and established history.
2. Records were available for each meeting including names, addresses of participants and evaluation responses.
3. Main themes or topics for all meetings are classified or concerned with public or contemporary affairs, i.e., liberal or "quality of life" education as distinguished from professional or vocational continuing education programs.
4. Participants in all meetings were Iowa State University alumni and their spouses.

Hypotheses

This study focused on identifying the relevant factors which determined or influenced Iowa State University alumni and their spouses to participate in the seven seminars investigated in the study.

- Impact of Modern Science on Our Culture, Fall, 1966
- Impact of Communications on Our Culture, Fall, 1967
- New Dimensions of Time, Fall, 1968
- Man, Environment and Survival (2), Fall, 1969 & Spring, 1970
- Our Educational System in a Changing Social Environment (2), Fall, 1970 & Spring, 1971

In addition, the study measured the degree of satisfaction received by the participants from participation and what they, the participants, did with the information or knowledge after the formal meetings had ended.

Four hypotheses formed the basis for the study as follows:

1. Participation in the Iowa State University alumni seminars will be associated with one or more motivational dispositions and/or influencing reasons.
2. There is no significant difference among groups classified by the selected characteristics of:

   - sex
   - age
   - size of community in which participants reside
   - undergraduate major at Iowa State University
   - year of first graduation from Iowa State University

   Combinations of main effects (selected characteristics) and interaction were tested with the participation and satisfaction factors identified.
3. Participants in one or more of the Iowa State University alumni seminars will exhibit differential actions taken as a result of participation.

4. Participants in one or more of the Iowa State University alumni seminars will exhibit differential preference for continuing education experiences.

Development of Alumni Education in the U.S.A.

The year 1916 is generally conceded as marking the beginning of alumni education in America. The first proclamation about specific organization for the education of college alumni was issued by President Ernest Martin Hopkins of Dartmouth College in his inaugural address October 6, 1916. He spoke of the college's responsibility to take the necessary leadership in providing continuing intellectual contact with its almuni when he stated:

> "If the College (Dartmouth), then, has conviction that its influence is worth seeking at the expense of four vital years in the formative period of life, is it not logically compelled to search for some method of giving access to this influence to its graduates in their subsequent years." (11)

From Dr. Hopkin's first public acknowledgement, the history of alumni education has been rather sporadic as a well developed and organized program within the colleges and universities in America.

A report by McMahon (9) traces the development of alumni education from the announcement made at Dartmouth in 1916 to the year 1960. During the 1920's, alumni associations were encouraged to take more direct action in influencing their respective colleges and universities to provide educational opportunities to their alumni.

In 1928, Daniel L. Grant surveyed the 250 member institutions of the American Alumni Council plus non-members (9). He reported 49 institutions with past, present or planned alumni continuing education programs. Twenty-five institutions provided reading lists for alumni, 17 conducted short courses, institutes or clinics, and 25 planned to increase existing

programs or to initiate such activities. Later surveys in 1956 and 1957 indicated little change in terms of percentages over the participation reported in 1928. It could be postulated that this lack of growth in substantive programming over the years was attributable to non-support and encouragement by college and university administrations.

In brief, it can be stated that early efforts to raise the stature and image of alumni education within the colleges and universities met with varying degrees of success. Most educational programs for alumni were presented as part of other alumni functions such as alumni days and homecoming -- there was not much effort to build alumni continuing education as a separate but equal education program.

In recent years however, there have been developments important to alumni education. Institutions of higher education have themselves, come to recognize the importance of continuing education. The Kellogg Foundation had no small part in aiding or helping this idea when it stated (7):

> "fortunately...., our institutions of higher education are progressively realizing that they have a growing role to encourage adult learning after the ending of formal education. Offering study at a relatively advanced level, one significant function of education for adults is to develop potential leaders who can guide social change inevitable in the future."

And, to further support this philosophy, the Kellogg Foundation initiated a program of financial support to colleges and universities to establish continuing education centers.

Recently, research studies have been reported that are concerned specifically with alumni and alumni continuing education; Ebert (2), Gessner (4), Ingham (6), Parsons (10).

Research Design

Selection of Respondents - Records were available for each of the seven alumni seminars covered by this study. These records were used to record names and addresses of all participants in each of the seven seminars. From the records, 394 names comprised the initial participant list. Inaccuracies in attendance records and deaths reduced the possible 394 responses to 381. Of the 381 potential respondents, 287 usable questionnaires comprise this study. This number (287) represents a 75.3% response and was considered satisfactory for the study. Husbands and wives are counted as separate individual participants.

Development of the Questionnaire - After completion of each seminar, participants were mailed a short questionnaire. One section of the evaluation asked for comments (positive and negative) about the seminar. These written statements provided much insight into the expectations, motivations and satisfactions of the alumni. In developing the questionnaire for this study, much of this information was used. In addition, five Iowa State University faculty members who were involved in planning and developing the seven seminars were each asked to list ten reasons why he/she thought alumni and spouses participated in the seminars. These items or reasons were reviewed and grouped into three broad classification areas -

Participation was based on:

- a desire to learn new information,
- an interest in increasing knowledge that would be used to help others,
- a desire to be involved in a social activity.

This information along with other participation studies, Houle (5), Sheffield (12), Boshier (1) produced a number of statements as to why adults say they participate in adult learning activities.

All of the above factors were considered and reviewed to select the fifty-eight statements used in the study. Each statement was constructed following the general criteria suggested by Edwards (3) and carefully edited several times in an attempt to insure communication with participants in the study.

To gain information about actions taken as a result of participation in the seminars and further interests in continuing education, two sections of the questionnaire were designed to produce such data.

The questionnaire used in this study was the self reporting format and consisted of four sections:

Section 1 requested face data about the respondents general background and about frequency of participation in the seminars.

Section 2 is the Seminar Participation Scale. This section is designed to provide the respondent with a way to describe the degree to which various reasons influenced him to participate in one or more of the Iowa State University alumni seminars. Each respondent was instructed to score each of fifty-eight statements on a 1 to 99 scale as to degree of influence each statement played as a reason for participation. A low score indicated very little influence and a high score indicated very much influence with a score of 50 indicating moderate influence. Also, the respondents were instructed to score each of the fifty-eight statements a second time as to degree of satisfaction received from participation. A low score indicated very dissatisfied, a high score indicated very satisfied and a score of 50 indicated moderate satisfaction.

Section 3 consists of a list of 14 possible actions each seminar participant might have taken as a result of participation in the seminars. Each respondent was instructed to indicate if an action was taken and to

check the degree of value the seminar was in contributing to that action.

Section 4 is designed to identify the kinds or types of educational experiences needed by the alumni participants taking part in the study. Each respondent was asked to identify needs in both non-credit and academic credit courses.

Collection of the Data - A letter explaining the purpose of the study along with a questionnaire and postage paid return envelope was mailed to each individual who had participated in one or more alumni seminar. Each questionnaire was numbered so that a follow-up reminder could be mailed only to the slow responding individuals.

Treatment of the Data - The data from each respondent were coded and recorded on computer cards. Frequency counts were made on selected characteristics and grouped as follows for further analysis:

Sex	Frequency
Men	143
Women	144
	287
Age	
45 and under	127
over 46	160
	287
Educational Level	
High school graduate but less than college graduate	37
College graduate	136
College graduate plus graduate courses	47
Masters Degree and higher	67
	287

Size of Community	Frequency
Under 5,000	89
5,000 to 30,000	74
over 30,000	124
	287

Number of Alumni Seminars Attended	
One seminar	163
Two seminars	61
Three or more seminars	63
	287

Undergraduate Major at Iowa State University	
Agriculture	67
Education	5[1]
Engineering	39
Home Economics	85
Sciences and Humanities	30
Veterinary Medicine	9
	235[2]

Year of First Graduation From Iowa State University	
1925 to 1939	37
1940 to 1945	44
1946 to 1951	70
1952 to 1970	67
	218[3]

[1] Education was not established as a separate college until 1968.

[2] Does not add to 287 as not all respondents graduated or attended Iowa State University.

[3] Does not add to 287 as not all respondents graduated from Iowa State University

Scoring Method - The certainty method of scoring was selected as it tends to produce a more reliable scale. It also incorporates a given response framework as well as assigning of numbers to stimuli (see appendix). Using this method each respondent was required to make two decisions regarding each statement:

- a directional judgement (very little influence or very much influence, very dissatisfied or very satisfied)
- a certainty judgement (from not very certain to very certain) about the directional decision.

The assigning of numbers to the responses make the certainty method different from other scoring methods.

Most scoring techniques assume equal intervals between scale values selected by the respondents and are scored accordingly. The certainty method, however, does not assume equal intervals between values selected by the respondents. This comes from transforming the scores from a simple one-step numerical increase; (i.e., 1,2,3,4, or 5) to a score expressed in terms of the normal deviate. This is a means of giving greater weight to the more extreme responses, which may be more indicative of the real presence of the variable being measured.

This method helps the respondent to record his true feelings in terms of how certain he is of the answer given rather than the usual response format which is in terms of intensity of agreement such as the case in Likert response format (13).

Each individual uses a response scale relative to some frame of reference. This frame of reference may be personal (idiosyncratic) or it may be situationally determined (8). In this case, such a response set indicates the individual's response variability is a function of his/her attitudes on the issues concerned (reasons for participation and satisfaction received from participation in the alumni seminars). Scale scores were transformed

into normal deviates and multiplied by 100 to get rid of decimal fractions.

The transformed data from Section II were subjected to a correlation matrix program and factor analyzed using the Apteryx factor analysis program and maximum likelihood option method of analysis. Following this analysis which produced six identifiable motivating factors, the selected alumni characteristics were tested using multiple classification analysis of variance testing combinations of main effects and interaction.

Findings - Results of the analysis of data from the Seminar Participation Scale produced six distinct factors associated with participation in the seminars. Tables 1 through 6 show questionnaire statements and factor loadings for each of the six identified factors. The statements in each factor are ranked in decreasing factor loading order. Of the fifty-eight "reasons" analyzed, forty-six are accounted for in the six factors. Only statements with a factor loading of .41 or higher were considered for entry to a cluster except for cases where two or more statements had similar factor loadings.

Each factor was composed of a cluster of related statements (variables) and interpreted as follows:

Factor 1 - The variables in this factor have a common thread built around the idea of "intellectual stimulation". This idea is expressed in a number of ways such as; intellectual enrichment, desire to learn, satisfy an inquiring mind and satisfaction that comes from learning. Participation in the seminars by alumni was strongly influenced by this factor and it is interpreted as, A Desire to be Intellectually Curious.

Factor 2 - A core idea that is common to this set of nine variables reflects "involvement" in intellectual pursuits as an "escape" from other situations as a motivating influence for alumni participation. Such

statements as: "seek relief from boredom"; "escape the intellectual narrowness of my community" and "help overcome the frustrations of day to day living", contribute to this central idea. This factor is interpreted as, A Desire to Escape from Boredom Through Intellectual Pursuits.

Factor 3 - The six variables in this cluster reflect a concern to improve one's knowledge base in order to better serve the community. Accordingly, this factor is interpreted as, A Desire to Serve Others Through Intellectual Pursuits.

Factor 4 - The influence expressed by this set of ten variables has both a social and nostalgic element. Participation influence stems from a desire to be "re-united" with Iowa State University and a desire to be socially involved with other Iowa State alumni. This factor then, is interpreted as, A Desire to Enjoy Congenial People and the University.

Factor 5 - Two statements comprise the cluster for this factor. Both statements reflect the idea of a narrow education and will be described as, A Desire to Broaden a Narrow Education.

Factor 6 - This is another cluster composed of two statements, both of which, exhibit an influence to share a common educational experience with spouse. Accordingly this factor is interpreted as, A Desire to Share Intellectually with Spouse.

To demonstrate the magnitude of importance for each factor, the average of the means contributed to each of the six factors were plotted in bar graph form (Figure 1). Alumni participated in the seminars primarily because they were "intellectually curious" (Factor 1) and desired to share intellectually with spouse (Factor 6). In all factors, the average of the means for satisfaction received from participation was higher than means representing reasons for participation.

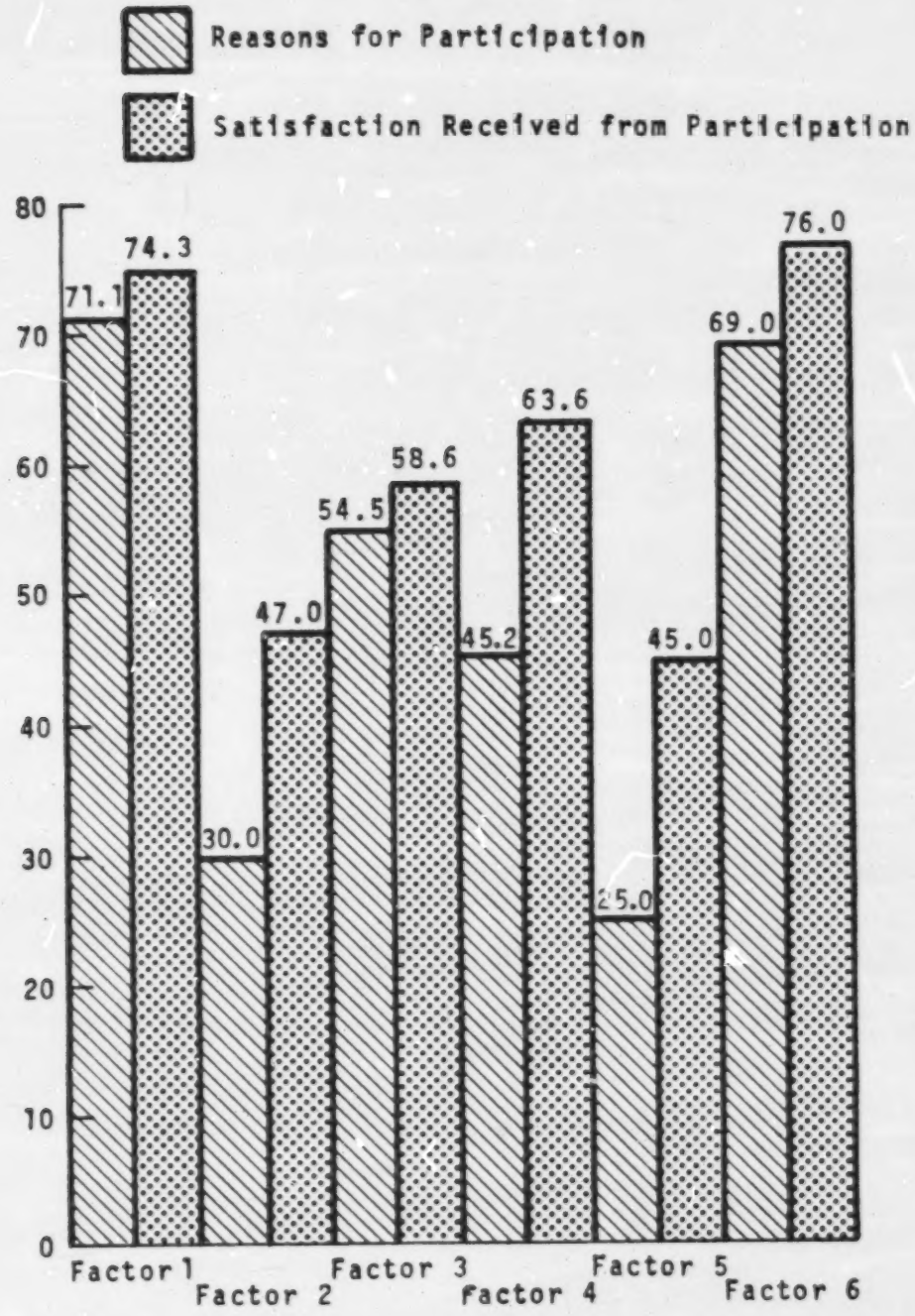

Figure 1 Average of the means contributed to each of the six factors.

In summary, participation in one or more of the alumni seminars was influenced by at least six identifiable reasons or motivational dispositions thus, giving credence to the hypothesis: Participation in the Iowa State University alumni seminars will be associated with one or more identified motivational dispositions and/or influencing reasons.

To determine the existence of any differences among alumni participants and the six identified reasons influencing participation, selected alumni characteristics and the six influencing factors were tested by multiple classification analysis of variance.

Based on reasons influencing participation, women scored the seventeen statements in Factor 1 consistently higher than the men. Women respondents expressed a much stronger motivation to participate in the alumni seminars based on intellectual curiosity.

The test for educational level differences produced a significant difference when size of the community in which the respondents lived was also treated as a main effect variable. Respondents who were college graduates had the highest means on the seventeen statements in Factor 1. Other tests (age, size of community and year of first graduation) did not produce significant findings.

Results of analysis of variance tests on scale 2 scores (satisfaction received from participation). Highly significant differences between the mean scores for men and women were produced when educational level and size of community were treated as variables. Women respondents scored higher than men. Analysis of variance tests on the remaining factors did produce some significant findings but will not be reported in this paper.

This study has revealed a number of facts for consideration and possible direction for futher study.

The alumni and spouses expressed a high interest level in wanting to share in these educational experiences. "Couple involvement", might be an area for further study by adult and continuing education programmers since the benefits to both good programming and strengthening of family ties through an educational experience seem worthwhile.

This study also revealed the strong attitudes of women participants concerning their desire for intellectual enrichment and involvement in this series of programs. This fact is demonstrated throughout the study. Again, this factor and some attending relationships such as social demands, changing social roles and expectations of society might be areas for further study.

Table 1. Factor loadings for questionnaire statements associated with Factor 1

Questionnaire item number	Questionnaire statements	Factor loading
57	find intellectual enrichment and mental stimulation	.77
44	desire to learn and to know	.76
36	engage in the discussion of ideas and opinions	.75
33	enjoy the satisfaction that comes from learning	.72
41	it is good to be challenged to think about issues	.68
8	engage in the discussion of ideas and opinions	.68
9	hear ideas from others	.64
23	pursue a path of intellectual curiosity	.61
52	satisfy a deep curiosity about life and ideas	.59
13	to satisfy an inquiring mind	.59
54	introduce me to new ideas which I can further explore on my own	.58
6	probe topics of significance	.55
1	engage myself in mental stimulation	.55
40	broaden my outlook	.50
25	share concerns and attitudes with others	.47
31	curiosity about seminar topic(s)	.43
51	discuss social problems with which we must learn to live	.47

Table 2. Factor loadings for questionnaire statements associated with Factor 2

Questionnaire item number	Questionnaire statements	Factor loading
45	seek relief from boredom	.76
55	help overcome the frustrations of day to day living	.71
49	to gain insight into myself and my personal problems	.64
24	gain greater acceptance by others	.63
42	escape the intellectual narrowness of my community	.60
29	escape the intellectual narrowness of my job or of being a housewife	.59
48	need to be "forced" into important areas of public concern	.57
38	talk with people who have more intellectual interests than my usual "social" friends	.46
37	improve my ability to analyze and criticize arguments	.42

Table 3. Factor loadings for questionnaire statements associated with Factor 3

Questionnaire item number	Questionnaire statements	Factor loading
32	improve my knowledge to better serve my community	.83
20	prepare for service in the community	.82
50	gain a better intellectual background for my participation in community organizations and community affairs	.66
3	acquire knowledge that will help me be a more effective citizen	.54
12	seek to contribute to the "common good"	.53
43	find solutions to contemporary social problems problems	.48

Table 4. Factor loadings for questionnaire statements associated with Factor 4

Questionnaire item number	Questionnaire statements	Factor loading
53	become acquainted with congenial people	.70
2	to be with friends and other alums	.67
5	make new friends	.67
58	fulfill a need for personal associations and friendships	.63
7	renew pride in my university	.62
27	it is always good to get back to ISU	.55
10	to have a good time	.54
35	associate with others having similar interests	.53
15	enjoy socially oriented learning activities	.45
4	establish intellectual contact with ISU	.41

Table 5. Factor loadings for questionnaire statements associated with Factor 5

Questionnaire item number	Questionnaire statements	Factor loading
17	supplement a narrow previous education	.74
39	supplement an unduly narrow college training	.64

Table 6. Factor loadings for questionnaire statements associated with Factor 6

Questionnaire item number	Questionnaire statements	Factor loading
22	share a common educational experience with my spouse	.63
28	develop a common interest with my spouse	.52

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APPENDIX

No. _____

Iowa State University Alumni Seminar
Participation Scale

INSTRUCTIONS

1. Please work independently.

2. There is no time limit associated with completion of the questionnaire, but please return within *one week*.

3. Each questionnaire is numbered. This number is an aid to follow-up procedure. Content of your questionnaire will remain confidential.

4. After completing the questionnaire, return it in the self-addressed envelope.

SECTION I–General Information

This first section of the questionnaire consists of questions about your general background situation. You are to select *one answer* only to each question. Write the *number* of that answer in space provided.

Your Answer

_____ **Sex:**
1. Female
2. Male

_____ **My present age is:**
1. 25 to 35
2. 36 to 45
3. 46 to 55
4. 56 to 60
5. 61 and over

_____ **The highest educational level that I attained was:**
1. High school graduate
2. High school graduate plus formal training other than college
3. Two years of college or less
4. More than two years of college but did not graduate
5. College graduate
6. College graduate plus several graduate courses
7. Master's degree or higher
8. Other

_____ **Size of community in which I now live:**
1. Rural (farm)
2. Under 3,000
3. 3,000 to 5,000
4. 5,000 to 10,000
5. 10,000 to 30,000
6. over 30,000

_____ **Listed below are the titles and dates of all Alumni Seminars presented. Indicate in space at left the <u>total</u> number of seminars you have attended. Also, <u>check</u> the seminars you have attended.**

____ Impact of Science on Our Culture, *Fall, 1966*
____ Impact of Communications on Our Culture, *Fall, 1967*
____ New Dimensions of Time, *Fall, 1968*
____ Man, Environment and Survival, *Fall, 1969*
____ Man, Environment and Survival II, *Spring, 1970*
____ Our Educational System in a Changing Social Environment, *Fall, 1970*
____ Our Educational System in a Changing Social Environment, *Spring, 1970*

Please mark (√) or write in the appropriate information for the following questions:

Did you attend Iowa State University?

_____ Yes

_____ No

If yes, year(s) of attendance _____

My undergraduate major at Iowa State University was _____

Did you graduate?

_____ Yes

_____ No

SECTION II – Participation Scale

The purpose of this section of the questionnaire is *twofold:*

1. To provide a way for you to describe the degree various reasons influenced you to participate in one or more of the Iowa State University Alumni Seminars regardless of whether the seminar(s) met these expectations.

2. To provide a way for you to estimate the degree the seminar(s) fulfilled your expectation.

All of the answers in this section have one thing in common. You are asked to answer each statement by *using a number from 1 to 99.* When you are asked to determine the degree of *influence,* an answer of "1" means that this reason has "no influence" on you as a reason for participation. An answer of "99" indicates that a particular reason influenced you very much.

You can make as fine a distinction as you feel you can make. Use the numbers you feel most comfortable with and if you feel you can distinguish between 50 and 51, then do so.

You are to respond to each statement in this section *twice,* once in terms of *influence* and secondly, in terms of *satisfaction.*

Use *COLUMN I* and spaces on *left side of page* to write your answer to indicate extent (degree) each reason listed influenced you to participate. Use *SCALE NO. 1* to determine your answer.

Use *COLUMN II* and spaces on *right side of page* to write your answer to indicate degree of achieved satisfaction. Use *SCALE NO. 2* to determine your answer.

SCALE NO. 1

Extent to which each of these reasons influenced me to participate

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99
Very little influence					Moderate influence					Very much influence

SCALE NO. 2

The degree to which I achieved satisfaction

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99
Very dissatisfied					Moderate satisfaction					Very satisfied

EXAMPLE

One of the reasons listed is "engage myself in mental stimulation." Using *SCALE NO. 1,* determine the degree (this might be 26 or 83) *you feel* this particular reason had as an influence or basis for your participation. Record your answer in the space provided (COLUMN I). Now, use *SCALE NO. 2* to determine the degree or extent of satisfaction *you feel* you achieved based on the same statement. Record your answer in space provided (COLUMN II).

SCALE NO. 1

Extent to which each of these reasons influenced me to participate

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99
Very little influence					Moderate influence					Very much influence

SCALE NO. 2

The degree to which I achieved satisfaction

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99
Very dissatisfied					Moderate satisfaction					Very satisfied

Please remember to respond twice to every statement

	COLUMN I	**COLUMN II**
1.	engage myself in mental stimulation	
2.	to be with friends and other alums	
3.	acquire knowledge that will help me be a more effective citizen	
4.	establish intellectual contact with Iowa State University	
5.	make new friends	
6.	probe topics of significance	
7.	renew pride in my university	
8.	engage in the discussion of ideas and opinions	
9.	hear ideas from others	
10.	have a good time	
11.	meet with respected faculty	
12.	seek to contribute to the "common good"	
13.	to satisfy an inquiring mind	
14.	participate in a forced reading program	
15.	enjoy socially oriented learning activities	
16.	exchange ideas and information with other alums	
17.	supplement a narrow previous education	
18.	become more aware of social problems	
19.	keep abreast with present day thought	
20.	prepare for service in the community	

SCALE NO. 1

Extent to which each of these reasons influenced me to participate

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99
Very little influence					Moderate influence					Very much influence

SCALE NO. 2

The degree to which I achieved satisfaction

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99
Very dissatisfied					Moderate satisfaction					Very satisfied

Please remember to respond twice to every statement

COLUMN I **COLUMN II**

_____	21. to study for its own sake	_____
_____	22. share a common educational experience with my spouse	_____
_____	23. pursue a path of intellectual curiosity	_____
_____	24. gain greater acceptance by others	_____
_____	25. share concerns and attitudes with others	_____
_____	26. involve myself in personal research	_____
_____	27. it is always good to get back to ISU	_____
_____	28. develop a common interest with my spouse	_____
_____	29. escape the intellectual narrowness of my job or of being a housewife	_____
_____	30. get a chance to express ideas I had been thinking and reading about	_____
_____	31. curiosity about seminar topic(s)	_____
_____	32. improve my knowledge to better serve my community	_____
_____	33. enjoy the satisfaction that comes from learning	_____
_____	34. satisfy a desire to be active	_____
_____	35. associate with others having similar interests	_____
_____	36. engage in the discussion of ideas and opinions	_____
_____	37. improve my ability to analyze and criticize arguments	_____
_____	38. talk with people who have more intellectual interests than my usual "social" friends	_____
_____	39. supplement an unduly narrow college training	_____
_____	40. broaden my outlook	_____

SCALE NO. 1

Extent to which each of these reasons influenced me to participate

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99

Very little influence — Moderate influence — Very much influence

SCALE NO. 2

The degree to which I achieved satisfaction

When responding to the statements below, use the following scale

1	10	20	30	40	50	60	70	80	90	99

Very dissatisfied — Moderate satisfaction — Very satisfied

Please remember to respond twice to every statement

COLUMN I		**COLUMN II**
_____	41. it is good to be challenged to think about issues	_____
_____	42. escape the intellectual narrowness of my community	_____
_____	43. find solutions to contemporary social problems	_____
_____	44. desire to learn and to know	_____
_____	45. seek relief from boredom	_____
_____	46. feel a need for more education	_____
_____	47. learn about faculty ideas and opinions	_____
_____	48. need to be "forced" into important areas of public concern	_____
_____	49. to gain insight into myself and my personal problems	_____
_____	50. gain a better intellectual background for my participation in community organizations and community affairs	_____
_____	51. discuss social problems with which we must learn to live	_____
_____	52. satisfy a deep curiosity about life and ideas	_____
_____	53. become acquainted with congenial people	_____
_____	54. introduce me to new ideas which I can further explore on my own	_____
_____	55. help overcome the frustrations of day to day living	_____
_____	56. exchange ideas with ISU faculty	_____
_____	57. find intellectual enrichment and mental stimulation	_____
_____	58. fulfill a need for personal associations and friendships	_____

Please list other reasons not identified above:

1. _____ 3. _____

2. _____ 4. _____

SECTION III– Actions taken as a result of participation in the Alumni Seminar(s)

This section of the questionnaire contains a number of brief statements describing different kinds of actions you have taken as a result of your participation in one or more of the Alumni Seminars.

Please mark each action item *yes* or *no*. For each item marked yes, use the scale to the right to identify the *degree* of value you feel the seminar(s) contributed to this action.

EXAMPLE: If you visited with others who did *not* participate, about a seminar topic or issue, how valuable do you feel the seminar(s) was or were in influencing you to "visit about the topic(s)"?

Actions			If yes, how valuable was/were the seminar(s) in contributing to this action?		
	No	Yes	Very valuable	Some value	No value
Actively discussed an issue related to one or more of the seminar(s), from the floor at a meeting					
Gave seminar reading material to a friend					
Recommended seminar reading material to others					
Gave a speech or talk on the topic(s)					
Visited with others about the topic(s)					
Re-read the seminar material					
Attended other meetings related to the seminar subject(s)					
Used information gained from the seminar(s) in club program(s)-service club, church club, others					
Wrote an article for newspaper, magazine newsletter.					
Joined or formed a new discussion group					
Read additional material related to the subject(s)					
Persuaded others to read about the subject(s)					
Used information gained from the seminar(s) in teaching school students					
Enrolled in other courses concerned with the same or similar topics					
Other: Indicate actions not included in the above					

SECTION IV - Iowa State University Alumni Educational Needs

The following question refers to the educational needs you have that might possibly be provided by Iowa State University. Two "kinds" or "types" of educational experience are listed:

1. non-credit meetings such as short courses, conferences, workshops etc. . .
2. Courses for academic credit (undergraduate and graduate level)

NON-CREDIT PROGRAM DEFINITIONS

Home and family living includes program topics such as: information on use and buying home products, family finance (money management and planning), information on food and nutrition, family relations, estate planning

Liberal education programs aim at developing *man's mind* by encouraging "thought," fact finding and evaluating–examples would be: Great Books program and programs dealing with philosophical concepts (i.e., man's reason for being and his place in the universe)

Cultural programs include the fine arts and performing arts–fine art programs concerned with art and painting exhibitions, musical productions, sculpture etc. . .; performing art programs concerned with dance, ballet, drama etc. . .

Local-national programs concerned with social, political and economic issues include: environmental problems (physical and ecological), influences of technology on society, changing educational patterns and needs, problems and alternatives relating to the financing of public services, impact of legislation on the individual and community, taxation and community services

International programs concerned with social, political and economic issues include: area studies (world influence of China, Russia, etc. . .), European common market impact on the USA, the world money market

Professional and skill growth programs are concerned with improving and aiding one to be a "better" farmer, business manager, skilled technician, engineer, banker, etc. . .

Please check the item(s) in both areas (non-credit and academic credit) which are most indicative of your educational needs.

NON-CREDIT	Definitely need	Probably need	Definitely *do not* need
Home and family living programs*			
Professional and skill growth programs*			
Liberal education programs*			
Cultural programs*			
Local-national programs concerned with social, political and economic issues*			
International programs concerned with social, political and economic issues*			

* *See definitions on previous page*

ACADEMIC CREDIT – list the subject(s) or area(s) of interest to you; i.e., family environment, mechanical engineering, agronomy, guidance, etc. . .

Undergraduate level			
1. _____			
2. _____			
3. _____			
4. _____			
Graduate level courses			
1. _____			
2. _____			
3. _____			
4. _____			

The next question is concerned with your involvement in college or university credit courses since leaving Iowa State (either as an undergraduate or graduate student).

I last attended a college or university course for credit in 19_____. (write in the year)

I *have not* attended a college or university course for credit since leaving Iowa State ___